

Lee School District

Post Office Box 507
Bishopville, South Carolina

Grades	PK-12 District	
Enrollment	2,544 Students	
Superintendent	Dr. Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Excellent*
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	At-Risk	At-Risk
2004	Below Average	Average

* The District's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

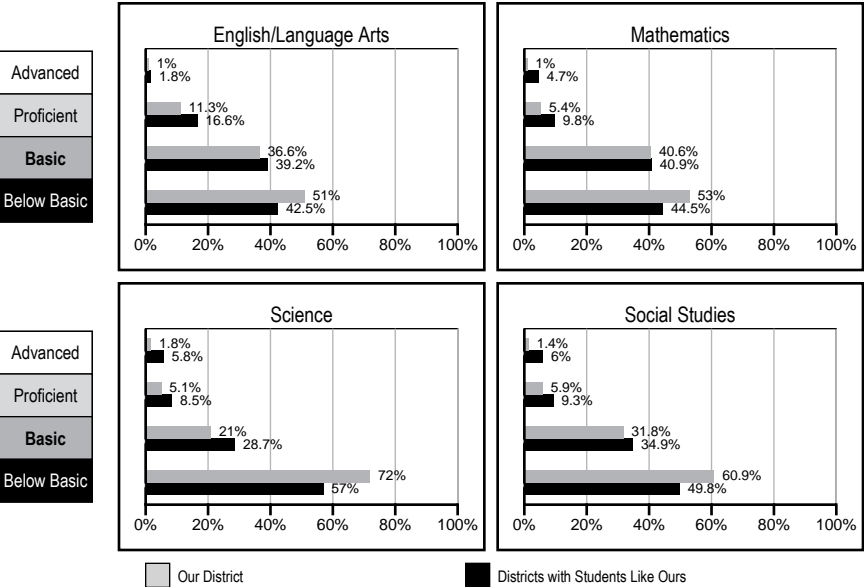
Percent of students tested in 2007-08 whose 2006-07 test scores were located 96.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	7	9

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	51.2	58.4	68.0	53.5	60.8	70.3
Passed 1 subtest	23.2	15.3	13.8	17.9	20.9	15.2
Passed no subtests	25.6	26.3	18.2	28.5	18.3	14.5

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	62.4	58.1
English 1	37.4	42.8
Physical Science	26.7	30.9
All Subjects	48.7	44.7

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=2,544)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	98.9%
Retention rate	7.1%	Up from 6.4%	5.0%	4.0%
Attendance rate	93.9%	Down from 94.3%	95.3%	95.6%
Eligible for gifted and talented	0.7%	Down from 1.2%	6.4%	11.4%
With disabilities other than speech	10.3%	Up from 10.2%	11.9%	10.5%
Older than usual for grade	7.8%	Up from 4.1%	7.3%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Down from 1.5%	1.2%	0.8%
Enrolled in AP/IB programs	20.0%	Up from 1.1%	5.4%	10.3%
Successful on AP/IB exams	N/A	N/A	16.6%	56.0%
Eligible for LIFE Scholarship	26.5%	Up from 23.0%	25.0%	31.1%
Enrolled in adult education GED or diploma programs	39	Up from 31	26	48
Completions in adult education GED or diploma programs	23	Down from 31	11	27
Annual dropout rate	4.1%	Down from 4.8%	3.8%	3.8%
Teachers (n=197)				
Teachers with advanced degrees	58.4%	Up from 53.8%	52.9%	54.8%
Continuing contract teachers	52.3%	Down from 57.9%	57.5%	73.9%
Teachers with emergency or provisional certificates	18.3%	Down from 20.7%	14.3%	5.0%
Teachers returning from previous year	83.4%	Up from 80.4%	83.8%	88.8%
Teacher attendance rate	94.8%	Down from 98.1%	94.5%	94.9%
Average teacher salary	\$41,868	Up 4.0%	\$42,079	\$45,107
Vacancies for more than nine weeks	2.5%	Down from 5.6%	1.3%	0.5%
Professional development days/teacher	9.5 days	Down from 16.2 days	16.7 days	15.2 days
District				
Superintendent's years at district	0.5	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 20.8 to 1	18.7 to 1	20.2 to 1
Prime instructional time	87.8%	Down from 91.7%	87.8%	89.1%
Dollars spent per pupil*	\$9,179	Up 0.1%	\$9,939	\$8,666
Percent of expenditures for teacher salaries*	49.0%	Down from 49.9%	47.7%	53.1%
Percent of expenditures for instruction*	52.7%	Down from 53.6%	51.8%	56.5%
Opportunities in the arts	Good	No Change	Good	Excellent
Parents attending conferences	98.8%	Down from 100.0%	94.4%	98.2%
Number of schools	8	Down from 9	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	4.3%	Down from 7.2%	6.1%	4.3%
Average age in years of school facilities	26 Years	Down from 28 Years	31 Years	26 Years
Number of schools with SACS accreditation	7.0	Down from 8.0	4.0	8.0
Average administrator salary	\$67,205	Down 0.6%	\$71,864	\$76,032

* Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
M L Dinkins Higher Learning Academy (ELEM.)	At-Risk	At-Risk	Not Met
M L Dinkins Higher Learning Academy (MIDDLE)	At-Risk	At-Risk	Not Met

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	126	86.5%	338	55.3%	139	73.4%	Yes
Gender							
Male	58	81.0%	178	48.9%	67	61.2%	N/A
Female	68	91.2%	156	64.1%	72	84.7%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	121	86.0%	326	55.5%	135	72.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	17	29.4%	24	12.5%	15	20.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	116	87.1%	300	55.3%	125	73.6%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	86.5%	89.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	139	153
Number of Diplomas	102	112
Rate	73.4%	74.3%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	409	393	405	413	402	399	815	806		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	13.7	13.1	15.8	15.9	14.8	14.1	15.0	15.6	14.9	14.8
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	21.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Lee County School District continues to improve in most areas. The results of the district's measures of success, PACT, HSAP and EOCEP, indicate that the district has been on the rise with incremental gains in most grade levels in all subject areas tested. The Lee County School Board of Trustees' mission is to ensure advancement in student achievement by both a strong system of accountability and required resources.

The district continues to implement strategies, programs, and accountability measures to ensure the attainment of the adopted goals by 2009-2010. These goals focus on securing and allocating adequate financial resources to accomplish the mission of our district, increase student achievement in all subject areas, decrease the number of students identified for special education, and increase the number of students enrolled in Gifted and Talented courses and Dual or Advanced Placement courses.

The district continues to link professional development to school, district, and personal goals; support and expand professional learning communities; expand and strengthen action research as a way to respond to assessed student needs. The district continues to use MAP as a benchmark test to help guide instruction. Several grants have been awarded to supplement instruction and enhance student achievement.

The district adopted the Anderson Five Curriculum in July 2007. The district provided professional development for all grade levels and core subject areas. The guides were implemented during the 2007-2008 school year. Homework Centers and/or After-School Tutorial programs were available at all schools.

The Career and Technology Center is now located on the site with Lee Central High School. The district has begun work on building a new middle school to open on the same site as the high school. This project is to be completed by the 2009-2010 school year.

The efforts described in this narrative are evidence of our commitment to provide a quality education for the students of the Lee County School District.

Dr. Walter Tobin, Interim Superintendent
Sanya Moses, School Board Chairperson

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 11 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	N/A
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N/A

Title I Schools' School Improvement Status

School	Status	School	Status
Bishopville Primary	NI	West Lee Elementary	CSI
Dennis Intermediate	R	Mary L Dinkins Charter	NI
Lower Lee Elementary	R		

The Lee School District consists of 8 public schools with 5 of these schools, or 62.5%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	1092	99.7	51.9	36.1	11.0	1.0	18.3	48.2	No	Yes
Gender										
Male	529	99.6	60.9	29.4	8.6	1.0	14.5	41.7	N/A	N/A
Female	563	99.8	43.8	42.1	13.2	0.9	21.8	55.0	N/A	N/A
Racial/Ethnic Group										
White	39	100.0	50.0	31.3	15.6	3.1	28.1	60.0	I/S	I/S
African American	1026	99.7	52.3	35.9	10.9	0.9	17.9	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	25	100.0	40.0	55.0	5.0	N/A	20.0	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	162	98.8	85.7	8.8	2.7	2.7	7.5	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	22	100.0	42.1	47.4	10.5	N/A	21.1	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	924	99.7	53.3	35.7	10.6	0.5	17.0	34.0	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	1092	99.9	54.1	39.8	5.2	1.0	12.4	45.8	No	Yes
Gender										
Male	529	100.0	54.6	38.5	5.9	1.0	12.6	45.6	N/A	N/A
Female	563	99.8	53.6	41.0	4.5	0.9	12.1	45.9	N/A	N/A
Racial/Ethnic Group										
White	39	100.0	34.4	50.0	12.5	3.1	31.3	59.0	I/S	I/S
African American	1026	99.9	55.3	39.3	4.7	0.7	11.2	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	25	100.0	30.0	50.0	15.0	5.0	35.0	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	162	100.0	85.9	11.4	2.0	0.7	4.7	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	22	100.0	26.3	52.6	10.5	10.5	36.8	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	924	99.9	55.1	39.7	4.6	0.6	11.5	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
Science										
All Students	737	100.0	72.6	20.8	4.9	1.7	6.7	35.7	95.1	96.1
Gender										
Male	346	100.0	72.6	18.3	6.6	2.5	9.1	37.4	94.7	96.0
Female	391	100.0	72.6	22.8	3.5	1.1	4.6	33.8	95.4	96.3
Racial/Ethnic Group										
White	27	100.0	45.5	40.9	9.1	4.5	13.6	49.2	92.7	96.0
African American	693	100.0	73.6	20.2	4.7	1.5	6.3	17.0	95.2	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.0	93.8	97.3
Hispanic	15	100.0	72.7	18.2	9.1	N/A	9.1	24.9	96.2	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status										
Disabled	109	100.0	89.1	6.9	1.0	3.0	4.0	14.0	94.1	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
Limited English Proficient										
Limited English	13	100.0	60.0	20.0	10.0	10.0	20.0	24.4	95.6	96.8
Socio-Economic Status										
Subsided meals	619	100.0	74.5	20.3	3.9	1.2	5.1	21.1	95.1	95.6
Social Studies										
All Students	728	99.6	61.5	31.3	5.8	1.3	7.1	34.0	95.1	96.1
Gender										
Male	363	99.5	61.3	29.8	7.4	1.5	8.9	36.6	94.7	96.0
Female	365	99.7	61.7	32.9	4.3	1.1	5.4	31.3	95.4	96.3
Racial/Ethnic Group										
White	26	100.0	42.9	28.6	19.0	9.5	28.6	44.5	92.7	96.0
African American	683	99.6	62.6	31.7	4.8	0.9	5.7	19.1	95.2	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	58.9	93.8	97.3
Hispanic	18	100.0	46.7	20.0	33.3	N/A	33.3	27.5	96.2	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status										
Disabled	102	99.0	82.2	12.2	4.4	1.1	5.6	14.4	94.1	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
Limited English Proficient										
Limited English	15	100.0	40.0	20.0	33.3	6.7	40.0	27.3	95.6	96.8
Socio-Economic Status										
Subsided meals	614	99.7	63.1	31.1	4.9	0.9	5.8	21.0	95.1	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	183	100.0	25.1	44.0	29.7	1.1	30.9
	4	176	98.9	50.6	44.0	5.4	N/A	5.4
	5	168	100.0	67.1	27.3	5.0	0.6	5.6
	6	187	98.9	61.0	32.8	5.1	1.1	6.2
	7	203	97.5	56.5	35.9	6.5	1.1	7.6
2008	8	193	99.0	49.4	42.2	8.3	N/A	8.3
	3	202	100.0	38.6	35.4	23.3	2.6	25.9
	4	177	100.0	44.2	38.8	16.4	0.6	17.0
	5	163	100.0	55.8	40.3	3.9	N/A	3.9
	6	166	98.2	65.4	28.2	5.1	1.3	6.4
2008	7	197	100.0	57.0	32.8	9.7	0.5	10.2
	8	187	100.0	52.8	40.9	5.7	0.6	6.3
Mathematics								
2007	3	183	100.0	43.4	52.6	4.0	N/A	4.0
	4	176	100.0	60.6	30.0	7.6	1.8	9.4
	5	168	100.0	62.7	31.7	5.6	N/A	5.6
	6	187	98.4	51.7	41.5	5.1	1.7	6.8
	7	203	98.0	43.8	49.2	6.5	0.5	7.0
2008	8	193	99.5	56.9	40.3	2.2	0.6	2.8
	3	202	100.0	56.6	38.6	3.7	1.1	4.8
	4	177	100.0	47.9	43.0	7.3	1.8	9.1
	5	163	100.0	55.2	37.7	7.1	N/A	7.1
	6	166	100.0	63.5	28.3	6.9	1.3	8.2
2008	7	197	100.0	42.5	51.6	4.8	1.1	5.9
	8	187	99.5	60.0	37.7	1.7	0.6	2.3
Science								
2007	3	92	100.0	64.4	26.7	6.7	2.2	8.9
	4	176	100.0	80.0	15.9	3.5	0.6	4.1
	5	84	100.0	72.8	18.5	6.2	2.5	8.6
	6	96	100.0	80.5	17.2	2.3	N/A	2.3
	7	203	98.5	75.7	22.7	1.6	N/A	1.6
2008	8	99	99.0	64.4	28.9	5.6	1.1	6.7
	3	104	100.0	66.0	25.5	7.4	1.1	8.5
	4	177	100.0	64.2	25.5	7.9	2.4	10.3
	5	82	100.0	84.4	10.4	3.9	1.3	5.2
	6	84	100.0	92.5	5.0	N/A	2.5	2.5
2008	7	196	100.0	69.7	24.9	4.9	0.5	5.4
	8	94	100.0	72.7	21.6	2.3	3.4	5.7
Social Studies								
2007	3	91	100.0	36.5	51.8	10.6	1.2	11.8
	4	176	100.0	70.0	28.8	1.2	N/A	1.2
	5	85	100.0	84.6	14.1	1.3	N/A	1.3
	6	93	97.9	54.7	43.0	2.3	N/A	2.3
	7	203	98.0	88.6	10.9	0.5	N/A	0.5
2008	8	94	98.9	88.9	11.1	N/A	N/A	N/A
	3	100	100.0	35.4	53.1	8.3	3.1	11.5
	4	176	100.0	57.9	31.7	9.8	0.6	10.4
	5	81	100.0	70.1	24.7	5.2	N/A	5.2
	6	83	100.0	63.8	26.3	7.5	2.5	10.0
2008	7	195	99.5	68.3	27.3	2.7	1.6	4.4
	8	93	97.9	73.3	25.6	1.2	N/A	1.2

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	187	97.3	22.5	38.5	31.9	7.1	55.5	69.7	Yes	Yes
Male	91	95.6	28.7	35.6	28.7	6.9	46.0	64.6	N/A	N/A
Female	96	99.0	16.8	41.1	34.7	7.4	64.2	74.8	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	81.7	I/S	I/S
African American	181	97.8	21.5	39.0	32.2	7.3	56.5	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	18	94.4	76.5	17.6	N/A	5.9	11.8	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	149	97.3	22.8	38.6	30.3	8.3	55.9	55.1	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	187	96.8	27.1	38.1	28.7	6.1	51.4	67.2	Yes	Yes
Male	91	94.5	30.2	40.7	24.4	4.7	51.2	66.3	N/A	N/A
Female	96	99.0	24.2	35.8	32.6	7.4	51.6	68.0	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
African American	181	97.2	26.7	38.6	28.4	6.3	51.1	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	18	94.4	88.2	N/A	5.9	5.9	11.8	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	149	96.6	27.8	37.5	29.9	4.9	51.4	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	22	68.2	63.6	N/A	4.5	N/A	N/A	N/A	N/A	N/A
Male	12	100.0	91.7	N/A	8.3	N/A	N/A	N/A	N/A	N/A
Female	10	30.0	30.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	20	70.0	65.0	N/A	5.0	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	20	70.0	65.0	N/A	5.0	N/A	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	193	98.4	29.0	32.8	30.1	8.1	48.4	70.7
	2008	187	97.3	22.5	38.5	31.9	7.1	55.5	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	193	98.4	39.2	34.4	18.3	8.1	38.2	62.2
	2008	187	96.8	27.1	38.1	28.7	6.1	51.4	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	12.5%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.5%	0.0%	No
Student attendance rate, grades K-8	93.9%	94.0%	No

* Or greater than last year